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ABSTRACT

This document is the annual impact report of the Curriculum Coordination Centers (CCCs) for 1980. The Curriculum Coordination Centers are a group of six centers that comprise the National Network for Curriculum Coordination in Vocational and Technical Education. The CCC network has the following four broad objectives: (1) to increase the availability of curriculum information and materials of priority significance to federal and state instructional program improvement personnel; (2) to promote adoption and adaptation of curriculum materials developed with assistance from federal and state vocational education funds; (3) to minimize duplication in vocational education curriculum development; and (4) to improve the quality of vocational education curriculum and diffusion services provided to public and private schools and colleges. The annual report details the services the CCCs have provided in these broad areas, as well as summarizes specific accomplishments. Topics covered in the report include information services rendered, money saved by the adoption of CCC-identified materials, interstate curriculum development activities, inservice training for vocational educators and business and industry personnel, three regional meetings, the 1980 Concurrent Meeting with its display of curriculum materials from across the nation, information on developing linkages with other dissemination and utilization systems, conducting searches, and disseminating curriculum materials and information to the vocational education community. (KC)

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CURRICULUM COORDINATION CENTERS
IMPACT REPORT FOR 1980

Program Improvement Systems Branch
Division of National Vocational Programs
Office of Vocational and Adult Education
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CURRICULUM COORDINATION CENTERS

IMPACT REPORT FOR 1980

During 1980, the six Curriculum Coordination Centers (CCCs) continued to serve the 57 States and Territories through a variety of curriculum-related functions. These regional Centers encompass the entire United States and are presently located at Trenton, New Jersey (Northeast); Starkville, Mississippi (Southeast); Honolulu, Hawaii (Western); Olympia, Washington (Northwestern); Stillwater, Oklahoma (Midwest); and Springfield, Illinois (East Central).

The above Centers form a cohesive group that comprises the National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE). The following four broad objectives have been established for concerted attention by the regional CCC networks: (1) to increase the availability of curriculum information and materials of priority significance to Federal and State instructional program improvement personnel; (2) to promote adoption and adaptation of curriculum materials developed with assistance from Federal and State vocational education funds; (3) to minimize duplication in vocational education curriculum development; and (4) to improve the quality of vocational education curriculum and diffusion services provided to public and private schools and colleges.

Each Center develops objectives and tasks to address the needs of its consortium States/Territories. The Centers focus on National, as well as, State priorities as they plan and implement regional activities. A major service of the Centers is the sharing of information and materials throughout

the nation. This service has been a primary factor in reducing unwarrented duplication in the States and in enhancing program improvement efforts. The 57 State Liaison Representatives (SLRs) are key links in this informational pipeline. The Centers' lending libraries are also essential components of this information sharing system. These libraries provide both print and nonprint vocational education materials for State and local use.

The six Centers make great strides to determine the effectiveness of CCC Network services on an annual basis. Information collected by State Liaison Representatives is reported to respective regional Centers. Each Center then submits a synthesized impact statement to the Department of Education in November of each year. The Program Improvement Systems Branch, subsequently, prepares a summary impact report for the entire Curriculum Coordination Centers Network.

During 1980, each Center reported dollars saved by the adoption/adaptation of CCC identified materials. The East Central Network, for example, reported a savings of $1,000,000 with 557 diffused products adopted or adapted in their twelve State consortium. The Northeast Network reported a savings of $762,600 with 105 products adopted or adapted in ten States. The eight States in the Southeast Network realized savings of $420,000 through the adoption process for 29 CCC diffused products. Similar savings were realized by the Western, Northwestern, and Midwest regions. In toto, 765 curriculum-related products developed by other States were adopted/adapted at a savings of $3,973,200 for the entire Network.

CCC Network services have also resulted in increased numbers of inter-State development activities. The concept that lead to the establishment of the Mid-America Vocational Curriculum Consortium (MAVCC), for example, resulted

from curriculum development needs identified through the Midwest Network. Each of the eleven MAVCC member States pays a $15,000 annual membership fee for curriculum development. This fee entitles the States to receive at least three curriculum manuals per year that have been developed to fit their needs. MAVCC developed seven curriculum manuals during 1980. Likewise, nine States in the Northwestern Network pooled their resources and joined together to form the Northwestern Vocational Energy Education Consortium. This consortium was formed to address the need for collaborative curriculum development in energy-related occupations. Similarly, in the Western region, the Commonwealth of the Northern Marianas and the Trust Territory of the Pacific Islands jointly developed six curriculum guides. These guides were designed for secondary programs in Horticulture, Mechanics, Masonry, Residential Wiring, Food and Nutrition, and Child Development. A total of 84 inter-State development activities were implemented in 1980 throughout the 57 States and Territories.

In-service training is another feature of the CCC Network. During 1980, the six Centers (including SLRs) conducted in-service training sessions for a cross section of clients involved with vocational education. These included sessions for secondary and post-secondary teachers, counselors, administrators, supervisors, correctional institutions staff, CETA staff, occupational specialists, and business, labor, and industry. Vocational education personnel from both public and private schools participated in these sessions. Workshops covered topics such as energy education, sex equity, productivity, copyright considerations for curriculum development, special needs curriculum, how to access vocational education resources, and CCC service awareness. In 1980, the Western Network, for example, conducted

63 in-service workshops involving 3,665 participants. The Midwest Network provided 32 in-service workshops with 2,500 persons participating. The four other CCC regions had similar success with in-servicing. A total of 349 workshops, involving 14,499 participants were conducted through the entire CCC Network during 1980.

In-service training sessions were also provided during the three regional meetings conducted by each of the six Centers. These regional meetings focused on topics of mutual concern and included in-service training in a related vocational area. SLRs were the primary benefactors in these meetings wherein curriculum materials and information were shared.

A highlight of the CCC Network is the four-day Concurrent Meeting held in July of each year. The 92 participants at the 1980 Concurrent Meeting in Sparks, Nevada included Curriculum Center Directors, SLRs, State Directors of Vocational Education, Research Coordinating Unit Directors, business, industry, and labor personnel, and other Federal, State, and local staff concerned with vocational education. The keynote address was delivered by Dr. Henry Ten Pas on "The Pains and Progress of Curriculum Networking - A Historical Overview and Futuristic Look at NNCCVTE." Following were a number of stimulating sessions designed to improve the over-all quality of Network services. The meeting ended on a high note with a motivational speech by Dr. Charles Dygert entitled, "Now That You've Got It, What Are You Going To Do With It." As usual, the display of curriculum materials from across the nation was a well received feature of the 1980 Concurrent Meeting.

Requests for CCC consultation or technical assistance more than doubled during the past year. There were 3,950 requests in 1980 as compared to 1,629 in 1979. This substantial difference is due to the increased awareness of benefits to vocational personnel through Network services. Although most of the above requests were handled by telephone, mail, or at the Centers' locations, many of them resulted in technical assistance visits. During 1980, 48 technical assistance visits were made to States and Territories by CCC staff.

Developing linkages with other dissemination and utilization systems such as Research Coordinating Units (RCUs), the National Center for Research in Vocational Education (NCRVE), State Advisory Councils on Vocational Education (SACVE), and the National Diffusion Network (NDN), is a continuing focus of the CCC Network. Such linkages enhance effective development, dissemination, and utilization of vocational education materials. These linkages are maintained through an exchange of information via correspondence, telephone contacts, and personal interactions at meetings, workshops, and conferences. For example, three of the six CCC Directors attended and participated in the National Vocational Education Dissemination and Utilization Conference at Columbus, Ohio in November 1980. The agenda included a presentation on "A Dissemination Plan that Works: Oklahoma," by the Midwest Center Director and a presentation on "The National Network for Curriculum Coordination as a Collaborative Network," by the East Central Center Director. Likewise, reports from the NCRVE and the RCUs were given at the CCC Concurrent Meeting.

Conducting searches is another valuable function of the CCC Network. Many teachers, administrators, and others use this service to identify vocational materials to be used in the classroom, at workshops, or as a basis for curriculum development efforts. In 1980, the Western Network, for example, conducted 983 searches for its constituents. The Northeast Network conducted searches for 526 constituents. Approximately 3,000 searches were conducted by the over-all Network in 1980.

Disseminating curriculum materials and information to the vocational education community is an ongoing service of the CCC Network. A number of States noted the usefulness of this service in their reports to the Centers. Materials such as curriculum guides, resource guides, special bibliographies, newsletters, catalogs, brochures, and films are disseminated through the Network on a regular basis. In 1980, for example, the East Central Network disseminated 251,878 items to a composite of 149,532 individuals. The Northwestern Network disseminated 40,000 items reaching a composite of 25,000 individuals. A total of 391,442 items were disseminated by the entire Network reaching approximately 224,000 constituents.

This report is based on information contained in the 1980 impact statements submitted to USED by the six CCC Directors. The increasing use of CCC services by vocational personnel suggests that the Network is a primary point of access for vocational education materials and information.

See attached chart for a statistical breakout of CCC Network service results.

CURRICULUM COORDINATION CENTERS IMPACT STATISTICS FOR 1980

Curriculum Coordination Centers	Dollars Saved by Adoption/Adaptation of CCC Identified Materials	Diffused Products Adopted/Adapted in States	Inter-State Development Activities Implemented	SLR Systematic Communications With RCU Dirs., Teacher Eds., and Sex Equity Coordinators	CCC Meetings Involving NCRVE Staff Presentations	NCRVE Requests for Assistance CCC/SLR	Requests for CCC Consultation or Tech. Assistance	SLRs Involved in State Program Improvement Planning
Northeast CCC	$ 762,600	105	20	10	2	20	526	8
Southeast CCC	420,000	29	32	8	2	18	181	8
Western CCC	308,000	28+	6	8	1	109	2,705	8
Northwestern CCC	300,000	4	1	10	1	10	35	9
Midwest CCC	420,000	42	11	9	4	15	130	9
East Central CCC	1,000,000	557	14	11	1	50	373	11
TOTALS	$3,973,200	765	84	56	11	222	3,950	53

Curriculum Coordination Centers	No. of Technical Assistance Visits to States by CCC Staff	No. of In-Service Training Workshops Involving CCC Staff/SLR and Attendees	No. of CCC Service Awareness Session Displays For State and Local Staff	No. of Searches Conducted by CCC	No. of States With Library Loan System for Vocational Materials	Copies of Regional Newsletters Provided to States	No. of All Items Disseminated To States	No. of Persons Reached Through Dissemination
Northeast CCC	7	21 / 1,890	24	526	9	7,000	29,148	6,000
Southeast CCC	1	41 / 844	41	62	8	2,833	5,713	2,500
Western CCC	22	63 / 3,665	58	983	7	14,076	33,430	18,319
Northwestern CCC	4	45 / 2,600	4	30	10	4,000	40,000	25,000
Midwest CCC	9	32 / 2,500	138	88	9	1,720	31,273	22,742
East Central CCC	5	147 / 3,000	219	1,018	11	50,000	251,878	149,532
TOTALS	48	349 / 14,499	484	2,705	54	79,629	391,442	224,093